



Welcome to the Year 2

SATs meeting

Monday 11th March 2019

All children in Year 2 complete national tests and assessments

- To allow for comparison of pupils nationally to ensure that schools are helping children to master the basics in English and maths and to make progress.
- Testing takes place in May. Our SATs week will be week beginning Monday 20th May

What will be assessed?

| Subject | Assessment |
|---|-----------------------|
| English Reading | Two papers |
| English Writing | Teacher Assessment |
| English grammar, punctuation and spelling | Two papers (optional) |
| Maths | Two papers |
| Science | Teacher Assessment |

Teacher Assessment

- Teacher Assessment is based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. It is carried out as part of teaching and learning.
- Teachers will use the results from these tests, along with the work your child has done throughout the year, to help them reach their own judgements about how your child is progressing at the end of key

Results

- Teachers must use the TA frameworks when making their judgements. The frameworks contain 3 standards:
 - working towards the expected standard
 - working at the expected standard
 - working at greater depth within the expected standard
- Except for science which states that a child 'is working at the expected standard' or 'has not met the expected standard'
- These teacher assessment judgements will be reported to you by the end of the summer term.
- Moderation internally and with other schools locally. Subject to an LA moderation

What will testing be like?

- Test conditions but in own classroom with own teacher. As relaxed as possible - children will be prepared but not put under pressure.
- Some different arrangements can be made for children with additional needs and the new regulations will be published soon.

Reading Tests

- All children will complete 2 written comprehension tests.
 - Paper 1 is a combined reading prompt and answer booklet (approx. 30 mins)
 - Paper 2 is a reading booklet and a separate answer booklet (approx. 40 mins)
- Each paper has a selection of texts that are designed to increase in difficulty. Paper 2 contains more challenging texts.
- Both papers include a mixture of genres, e.g. fiction, poetry & non-fiction.
- Children may have a break halfway through each test at the teachers discretion.
- All pupils should be given the opportunity to attempt both papers, but administrators can stop individual

Paper 1



Bella was lonely when William was away. She wished her wings were stronger so that she could fly after him. I will fly, thought Bella. She tried and tried... and at last she was flying perfectly.

One morning she followed William down to the harbour and out to sea. William was cross. "A fishing boat is no place for a goose," he said. But he let her stay. Bella loved life at sea.



1

When Bella was learning to fly, she...

Tick **one**.

was lazy.

☐

did not try hard.

☐

did not give up.

☐

found it easy.

☐

2

Why was William cross with Bella?

Winter Parcel

Today I'm like a parcel,
wrapped up from top to toe,
protected from the icy winds,
the rain, the sleet and snow.

My head has got a hat on,
my neck hides in a scarf,
and on my hands some puppet gloves,
a tiger and giraffe.

My coat is thick and furry,
and does up very high.
And on my feet I've special boots,
to keep me warm and dry.

So though there's little of me
that anyone can see,
this walking, talking parcel is
most definitely ME!

19 Find and copy two words that show that the coat is warm.

1. _____

2. _____

20 How is the child in the poem like a parcel?

A long time ago in China, there were two neighbours, a kind farmer and a greedy merchant. One evening, when they were walking along a riverbank, they saw a wounded bird. The tiny sparrow was hurt and its body was throbbing in pain. The farmer stopped to pick it up and stroked its ruffled feathers.

“Why bother with a creature that is half dead? It will be nothing but trouble to you,” said the greedy man impatiently.

“You go on ahead,” said the farmer.

He brought the bird home to care for it, talking to it each day as if it were a little child. When the bird’s broken wing was better, he knew he must let it go, although he was sad to say goodbye.

Look at the whole story.

Number the sentences 1 to 5 to show the order that they happen in the story.

The first one has been done for you.

The farmer became rich.

The two neighbours saw a wounded bird.

1

The greedy man broke a bird’s wing.

The farmer picked up the wounded bird.

The greedy man climbed up the vine.

How can you help at home?

- daily reading - little and often is best to aid fluency and provide time for discussion of understanding.
- vocabulary - encourage your child to question **you** about unfamiliar words. e.g. to crow (the verb), gleam, throbbing & merchant.
- vocabulary - encourage your child to deduce the meaning of some unfamiliar words from within a sentence - a tricky skill.
 - The dog buried a b.....
- retell - ask your child to summarise the story in his/her own words.
- explain - can he/she explain why something happened in a story?
(The **why** questions are frequently omitted by

Writing Assessment

- Writing is no longer assessed through a test.
- Teacher assessment - everyday independent writing is used as assessment.
- In school we are providing the children with as many opportunities as possible to write independently. E.g. writing letters, diaries, information pages, instructions in our topic.
- The writing that we use for assessment should not be teacher led - not guided by the teacher.
- Children will be assessed on 3 levels - working towards the expected standard, working at the expected standard or working at greater depth.
- We have guidance from the government with statements that we need to use as a checklist to see which level the children are working at.

Working towards the expected standard in Writing

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Working at the expected standard in Writing

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at the expected standard in Writing

[https://www.gov.uk/government/uplo](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/666903/2018_exemplification_materials_KS1-EXS_Kim_.PDF)
[ads/system/uploads/attachment_data](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/666903/2018_exemplification_materials_KS1-EXS_Kim_.PDF)
[/file/666903/2018 exemplification](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/666903/2018_exemplification_materials_KS1-EXS_Kim_.PDF)
[materials KS1-EXS Kim .PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/666903/2018_exemplification_materials_KS1-EXS_Kim_.PDF)

Working at greater depth in Writing

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Working at greater depth in Writing

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/666902/2018_exemplification_materials_KS1-GDS_Ali.pdf

How can you help at home?

- Daily reading - this helps writing too!
- Handwriting
- Spellings - weekly spellings and common exception words
- Encourage children to write

Spelling, Punctuation and Grammar

- *There is also a spelling, punctuation and grammar test for year 2 children.*
- *The test is optional so schools may choose to administer the test but they don't have to. We do it just to inform teachers assessment – we don't send the results off to the local authority.*
- *It includes a variety of types of questions based on the objectives in the KS1 curriculum.*

How you can help at home -

- *When reading, ask children to find an adjective, noun, conjunction in the book.*
- *Discuss the punctuation in books – Why is there a full stop/question mark here?*

1

Tick the correct word to complete the sentence below.

Sasha was running to school _____ she was late.

Tick **one**.

if

☐

or

☐

that

☐

because

☐

Why does the underlined word start with a **capital letter** in the sentence below?

Dad cleaned the kitchen and Joe helped.

Circle the **noun** in the sentence below.

The shoes were shiny.

Write **one** verb to complete what each child is saying.

Today, I am _____ a picture.



Yesterday, I _____ a picture.



Mathematics tests

- All children will complete 2 mathematics tests.
 - **Paper 1** is a an arithmetic booklet (approx. 20 mins)
 - **Paper 2** is a reasoning booklet (approx. 35 mins)

2016 national curriculum tests

Key stage 1

Mathematics
Paper 1: arithmetic

| | |
|-------------|--|
| First name | |
| Middle name | |
| Last name | |

Total marks

2016 national curriculum tests

Key stage 1

Mathematics
Paper 2: reasoning

| | |
|-------------|--|
| First name | |
| Middle name | |
| Last name | |

Total marks

Paper 1

- Includes a practise question which can be discussed
- 25 arithmetic questions- addition, subtraction, multiplication and fractions

PRACTICE QUESTION

$3 + 1 =$

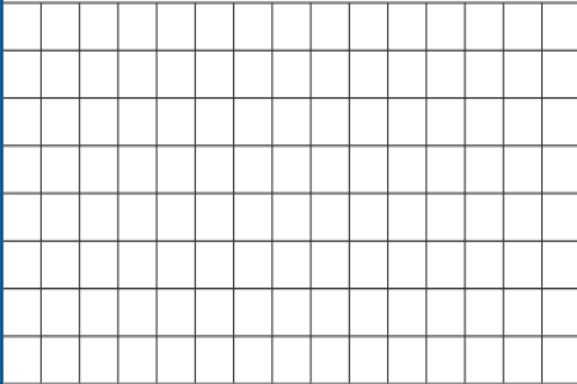
10 $10 + 40 + 20 =$

1 mark

Paper 1

23

$71 - 14 =$



1 mark

20

$40 \div 10 =$



1 mark

17

$6 \times 3 =$



1 mark

22

$\frac{1}{4} \text{ of } 12 =$




1 mark

Paper 2

- Includes a practise question which can be discussed and 5 aural questions
- 26 worded questions (these can be read aloud to all children)
- Questions will be related to everyday life

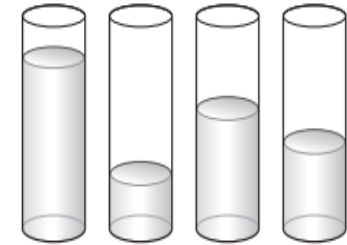
11 There are **20** balloons.
7 balloons fly away.



How many balloons are left?

balloons

6



Sort the glasses from **least full** to **most full**.

least fullmost full

Paper 2

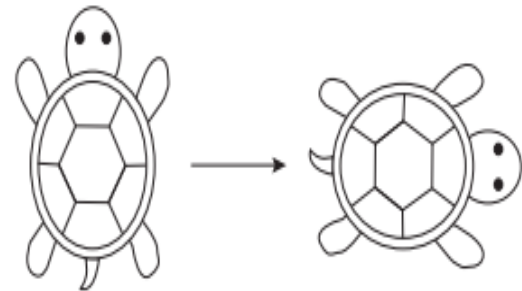
- 15 Sita has these coins in her purse.



How much money does she have?

p

- 23 This turtle is rotated **clockwise**.



How much is the turtle rotated?

Circle your answer.

quarter
turn

half
turn

three-quarter
turn

full
turn

How to help your child at home

- Practising at home for the weekly maths sheet- addition, subtraction, multiplication and division (Paper 1- arithmetic).
- Practise maths for real purposes e.g. measuring for cooking, time keeping, using money when shopping
- Online maths games- topmarks KS1 bitesize maths.



Any questions?